Chapter Two

Review of Literature

This chapter provides related literature to support the current study. The discussion includes learning process, definition of feedback, types of feedback which is the feedback are given by the teacher, effects of feedback, and conceptual framework. It is presented as the support to this study.

Definition of Feedback

Feedback is a part of learning process that has power to improve students' achievement. Brookhart (2008) said that feedback is an important aspect in learning process. It is part of teaching and learning activity where teacher gives students information regarding their task to make it improved. Ur (as cited in Elis (2004) defined feedback as information that is addressed for students' task to make it better. It can be said that given information in feedback completes what is missing on students' task or performance to improve their knowledge or ability. Furthermore, Winne and Butler (1994) mentioned feedback as information that is given to students which they can receive, enhance, and re-arrange the information including theoretical with knowledge, meta-cognitive, and belief of the task. In line with this, Shute (2008) asserted that feedback as information communicated to student that it aims to increase students' knowledge. In conclusion, feedback can be defined as given information for students regarding the tasks by providing of what should be improved by students. It can be students' knowledge, ability, or behavior.

Types of Feedback

There are some feedback types commonly used by teacher. Tapp (2015) stated that feedback can be given in oral and/or written forms in learning process. Biber, Nekrasova, and Horn (2011) also mentioned that feedback is available in many ways namely oral, written, or computer-mediated. The further information presents oral, written, and computer-mediated forms discussed below:

Oral feedback. Oral feedback is one of the feedback types that teachers use in learning process. It is information given by teacher communicated verbally to students regarding their task or performance in classroom. Anna (2013), as cited in Mahdy and Saadany (2013), considered oral feedback as a praise to written feedback that students may not respond to or misunderstand the oral feedback that teacher gives and therefore that teachers prefer to give written feedback which is easier for them to relate to. In line with this, Hyland and Hyland (2006) believed that "oral feedback may be highly fruitful if students are actively involved, ask questions, clarify meaning, and disagree instead of simply accepting advice; researchers do their studies irrespective of what others may say correctly or otherwise" (p.185). Mendez and Cruz (2012) stated that oral feedback makes students aware of their error in language learning. It is usually communicated by teacher in way such as repeating students' response and answering students' question. McNamara (1999) and Ayouen (2001), as cited in Biber, Nekrasova, and Horn (2011), showed that teachers give oral feedbacks to their students that can influence students' performance to their learning process.

As one of feedback types, oral feedback has a purpose to be given to students. One of them is to build up their confidence in learning process. Anna (2013) found that teachers accept oral feedback as instrument to support students and improve their confidence. Oral feedback is very essential as it is the most frequently used by teacher in the classroom. Therefore, teacher should know how to communicate oral feedback in a good way. Raimes (2005) mentioned that when dealing with serious issues, teacher must avoid giving any students feedback in front of their friends as it can discourage them. Dudley-Evans and John (1998) asserted that in giving oral feedback, it is better for teacher to emphasize in good things of students' task before telling students specifically of what they should improve. Furthermore, teacher should deliver the feedback in good speech such as considering intonation, utterance length, and the questions. It is very important to make students feel comfortable when they receive the feedback as students are dealing with their mistakes in doing task.

Written feedback. This kind of feedback is giving students comments of their task in writing form. Yilmaz (2009) defined written feedback as important teachers' task in form of written commentary to fix students mistakes. Written feedback is generally used by teacher in students' writing. The feedback is provided in comments form. Macallister (2006) mentioned that this feedback usually gives comments on writing content and aspect. Furthermore, written feedback is usually provided for students' assignment such as in writing and grammar class. In writing class, students are asked to make paragraph, and teacher will give feedback such as comments of their writing. In grammar class, teacher

gives written feedback inform students how to write a good sentence with correct grammar. Rowe (2008) argued that written feedback is given by teacher to provide comments on students' assignment to improve their ability. In line with this, Tapp (2015) said that teacher should provide a written feedback to develop and makes students' reflects on their ability. Hegdcock and Lefkowitz (1996), as cited in Wulandari (2015), stated that "students also want teachers to give them feedback on the content and concepts in their writing" (p.8). Additionally, it is good for teacher to give in direct feedback on their errors, clues rather than corrections since they recognize that it encourages them to be more active in their use of feedback (Hyland & Hyland, 2006). In short, written feedback is usually addressed to students in written comment form.

Computer-mediated feedback. Computer-mediated feedback is feedback type given for students through online. Abuseileek and Abualsha'r (2014) said that computer-mediated feedback is one of feedback types provided online. Some teachers usually use this kind of feedback for students' online course to improve their writing performance. Still according to Abuseileek and Abualsha'r (2014) asserted that computer-mediated feedback is effective to help and support students to develop their writing performance through online medium. In line with this, Li (2000) also mentioned that online task-based activity is focus in writing class. It is usually done by students submitting their assignment first through online and teacher provides and shares the feedback back to them. Computer-mediated feedback is appropriate for students who do not like to receive the feedback face to face. Computer- mediated feedback is one of solution to reduce students'

pressure. Ali (2011) mentioned that giving students feedback through computer can increase their motivation of learning and decreases any fear that they usually feel in corrective feedback. Concluding the information above, computer-mediated is one of way used by teacher to give their students' writing feedback helping them to improve.

Effects of Giving Feedback

Giving feedback is one of determining factors that in an influential learning. Hyland (2003) asserted that influential learning for student is when they are actively involved, asking question, discussing, and accepting advice. It means that feedback has role and effects on students' learning. However, feedback can give students effects both positive and negative. In short, feedback is factor that builds up students in learning process and it can give negative or positive.

Positive effect. Receiving positive feedback can help students regarding their learning. There are three possible positive feedbacks for students discussed here. They are helping students develop students' ability, and motivating students. The further discussion is presented below:

Clear feedback can increasing students' motivation. Receiving feedback can increase students' motivation. Anongnad (2012) metioned that feedback can effect students' motivation to learn in many different ways. Furthermore, Hamidun, Hashim, and Othman (2012) stated that feedback has powerful impact to motivating student to developing students ability in writing skill. Another expert Wiltse (2002) as cited in Hamidun, Hashim, and Othman (2012), said that teachers' feedback can motivate students to develop their writing skill. Moreover,

Simpson (2006) found that students will feel more motivated when they get comment on their task and it the best way for them to develop their ability. Hyland (2007) stated that feedback influence motivation and interest of students in learning process.

   Developing students' ability. Feedback helps students to develop their ability. Hatti and Timperley (2007) mentioned that feedback is essential thing that teacher uses to influence students' learning and ability. In line with this, Weaver (2006) said that feedback is one part that has role in making students understand the corelation between pupils' progress and achievement. In addition, Kluger and Van-Dijk (2004) mentioned that feedback tells students what should be improved regarding their task, so it can encourage them to learn because they want to not because they have to. A good thing of feedback is enabling teacher to tell or lead students to fix their mistakes or something they do not know before, so they can improve. Furthermore, Dale, Es, and Tanner (2010) stated that feedback is important and necessary for students to help them improve their skills. In English language learning, involving feedback can help students enhance their two reproductive skills such as speaking and writing. Additionally, feedback also makes students learn from mistake. It can make students aware of their mistakes so that they can improve their ability. In line with this, Timberley (2011) mentioned that feedback can make students to avoid the possibility to repeat the previous mistake that they did. Reitbauer (2013) said that feedback should be able to recognize the problem that students face in their language use so it build

up their awareness and does not repeat their mistake. Moreover, Kao (2013) said that feedbacks can make students learn from their mistake.

Negative effect. On the other hand, feedback can give negative effects to students. It usually appears as teacher gives it inappropriately to student that makes them demotivated. The further discussion is presented as the following:

Unclear feedback can demotivating students. Ali (2006) said that feedback contributes bad effects for students when they get demotivated, such as they feel embarrassed, and stressed after getting feedback. Truscott (2007) also argued that feedback gives negative results because it will make students getting pressured and demotivated when they have many errors in their work. It means that students become feeling stressed after getting feedback. Moreover, Finkelstein (2008) said that negative effect of feedback is decreasing and reducing students' motivation. It often happens in teaching and learning process when teacher gives individual feedback in front of their classmates. Therefore, it is better to be communicated in personal. Similarly, Raimes (2005) mentioned that when dealing with serious issues, teacher must avoid giving any students feedback in front of their friends as it can discourage them. In short, there is negative effect of feedback which is made if teacher do not communicate it well to students.

Feedbacks in English as a Foreign Language (EFL) Context

This part, researcher presented some previous studies that particularly discuss the feedback in EFL setting. The researcher took four studies which are summarized based on the aim, setting, methodology, and finding. The further discussion is presented below:

The first study was done by Tonekaboni (2016). This study was aimed to investigate the types and effect of feedback that teacher used in increasing students' writing performance. This study was conducted in Pouyesh Language Institute in Tonekabon, Iran. The participant were 58 advanced EFL level students in general English class. This study used qualitative and quantitative method. This study used pre-test and post-test and interview. This study showed that written feedback influence students writing ability on grammatical error of their writing performance and students feel oral feedback is more influencial to them.

The second study was conducted by Ahmadi, Maftoon, and Mehrdad (2012) aimed to investigate the effect of feedback provided on EFL students' writing. This study was conducted in Islamic Azad University of Hamedan involving 60 students EFL students enrolled in advanced writing class divided into control and experimental group. The students were asked to write a paragraph, then they had to submit it. For the experimental group, teacher gave them feedback of their writing and no feedback for control group. Based on a one-way Anova, it showed that students in experimental group showed improvement on their writing after having feedbacks by teacher. The finding of this study revealed that feedback helps students improvingtheir writing performance.

The third study, was conducted by Sobhani and Tayebipour (2014) discussed the effects of two types of oral corrective feedback on EFL students' essay writing. The study was conducted in language institute in Shiraz, Iran. This study used posttest and pretest by testing participants which consists of 45 participants in low-intermediate level. This study used quantitative method. The

result of this study showed that the effectiveness of those oral feedback is provide learners a chance to be aware of and fix their problem in learning English.

The fourth study was done by Tyas (2015) aimed to find out common types of feedback that teachers use in speaking class at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) based on students' perception. This study was conducted at EED of UMY involving 5 students. This study used interview as the instrument to gather the data. This study showed two findings. The first was types of feedback that teachers used in speaking class at EED of UMY such as evaluative feedback, descriptive feedback, and corrective feedback. The second finding of this study revealed that there were three functions of feedback suc as improving students ability, motivating students, giving comment to make students aware of their mistakes.

These studies investigated the types and effects of feedback in EFL. The first is Tonekaboni(2016), discussing that written feedback influences students' writing ability. The second is Ahmadi, Maftoon, and Mehrdad (2014) said that feedback helps students to improve their writing performance. The third is from Sobhani and Tayebipour (2014) finding that oral feedback gives student a opportunity to be aware of and then fix their problem. The fourth study comes from Tyas (2015) revealed the types of feedback used in speaking skill at EED of UMY and its benefit. In the end, feedback influences students' performance whether the teacher gives them the oral or written feedback.

These studies were useful for the reseacher who is looking for this issue to be revealed. However, those studies only discussed particular issues of feedback especially the effects to writing performance, different from this study that attempts to research the types and effects of feedback in general not just in specific aspect or skill.
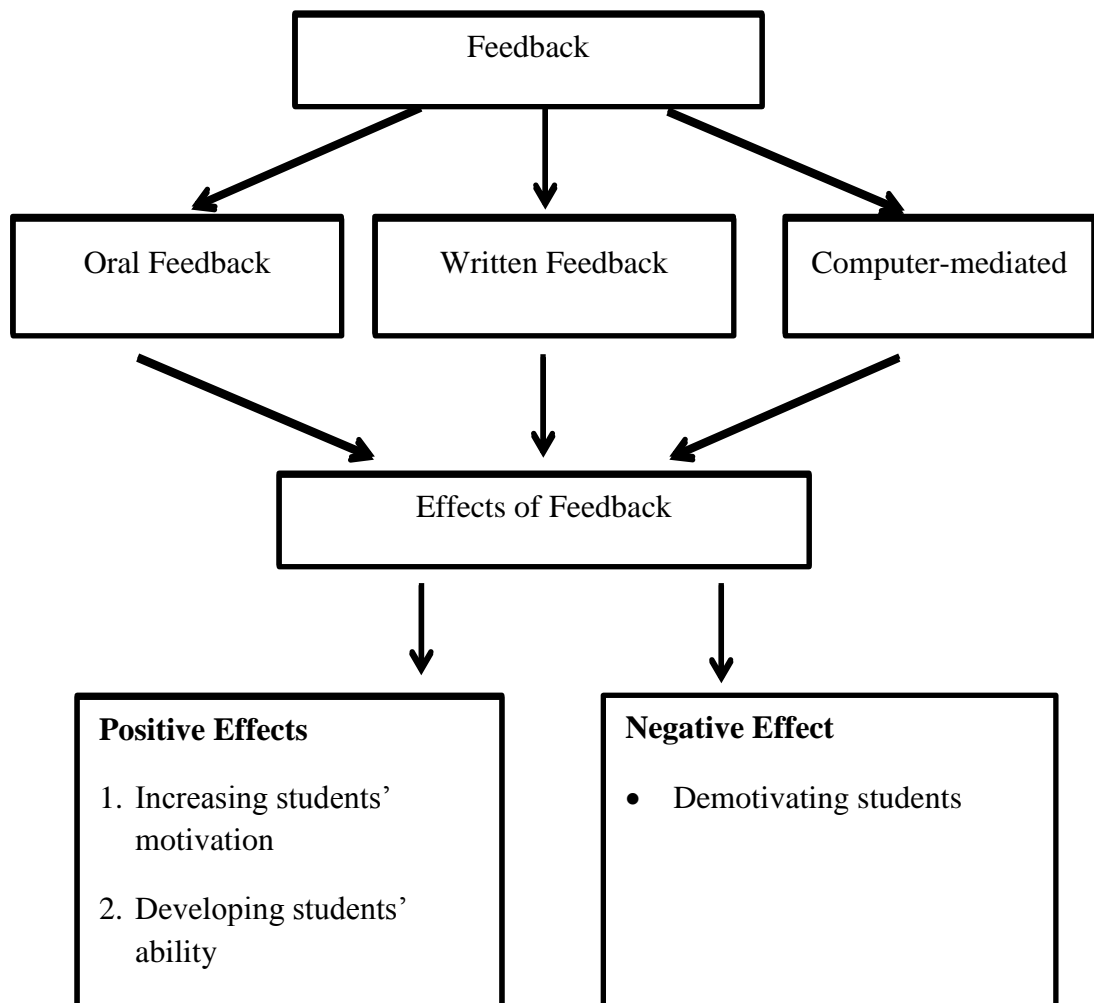
Conceptual Framework

This study discusses the students' perceptions on using teacher's feedback in learning process at EED of UMY. Going further, it discussed specifically on types of feedback and how students perceive feedback or students' response of gaining feedback.

First of all, this study tried to discover three types of feedback generally. One of them is feedback that has two types which are oral and written. Tapp (2015) stated that feedback can be given in oral and/or written type in learning process. In addition, oral feedback is usually communicated verbally for students while written feedback is provided in students' writing with comment form.

The second purpose of this study was to investigate students' responses in perceiving feedback. On giving feedback, teacher should know the best way to gives an effect for their students as it can give students positive or negative effects. The positive effects of feedback are increasing students' ability and motivate the students to learn. As mentioned by Anongnad (2012) , feedback can effect students' motivation to learn in many different ways. Hatti and Timperley (2007) also mentioned that feedback is essential thing that teacher uses to

influence students' learning and achievement. On the other hand, the negative

effect on giving feedback is demotivating students. A teacher should be wise on

giving feedback to their students.

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Oral Feedback	Written Feedback	Computer-mediated

Effects of Feedback

Positive Effects

1. Increasing students' motivation

2. Developing students' ability

Negative Effect

- Demotivating students

Figure 1. Conceptual Framework